

Strategies for Supporting Positive Behavior from *Beyond the Bell Toolkit, Fourth Edition*

| Strategy | How-to |
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| Fair, but Firm | Staff members clearly and firmly state what needs to be done and consistently enforce rules with <i>all</i> youth. Staff members treat youth with respect and explain consequences. |
| Shared Responsibility | The staff implements a policy allowing youth to communicate (written or verbal) frustration or issues (private or as a group) before an issue escalates (anger, frustration, or unreasonable conflict). |
| Shared Rules | Staff members work with youth to develop a set of behavior guidelines, rules, or norms. This promotes ownership and helps young people feel responsible for their actions. |
| Check-In | Staff members periodically ask youth how they are feeling throughout an activity or their time in the program {e.g., Do you understand? Was that clear? Who is interested? Thumbs up or thumbs down?}. |
| Specific Praise | Staff members consistently reinforce or support positive behavior by complimenting youth behavior (e.g., praise board, incentive strategies). |
| Squash It! | Staff members work with youth calmly to understand what caused an issue. Then they work with the individual or group to discuss, reflect on, and resolve the issue. |
| Quiet Time | When issues develop, staff members have youth work quietly and individually. Providing space for youth to regroup helps with short-term problem solving. |
| Just Breathe | Staff members lead youth through breathing exercises and other coping strategies to help the group or individuals self-regulate. |
| Switch Gears | Staff members quickly change the focus of attention by shifting gears and introducing an energizer activity (e.g. . . , shake it out, relay race, ice breakers) and then continue with the regularly scheduled activity with more focus. |
| Fix-Up | Staff hold youth responsible for their actions but provide guided help to rectify the harm caused by their action. If the result of a young person's action is that physical property is damaged, the individual or group helps fix it or clean it up. If there is a personal consequence to an action (causing someone else harm), young people engage in some type of communication activity to resolve the situation (e.g., mediation, restorative circle, service learning project). |
| Prevent It | Staff members involve youth in setting norms and expectations and use various strategies to communicate expectations (rules, norms, schedule) broadly, clearly, and in multiple ways. Staff can also reduce idle time by having well-planned activities that promote active youth engagement always having a backup plan if activities take less time than expected. |

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